



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 10161910
SAU: Biddeford School Department
School: Biddeford Intermediate School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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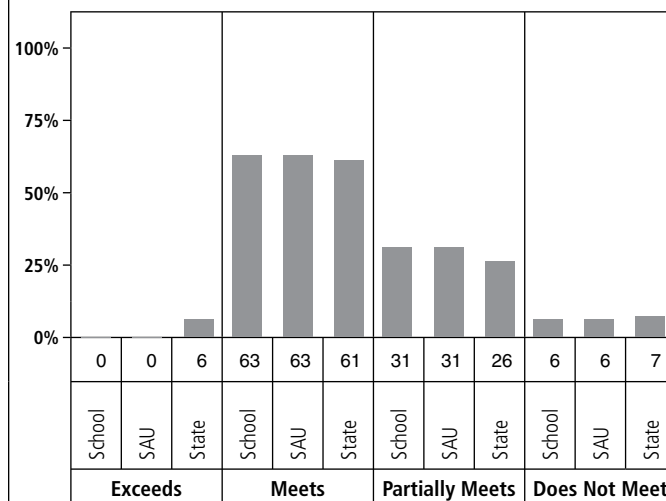
SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

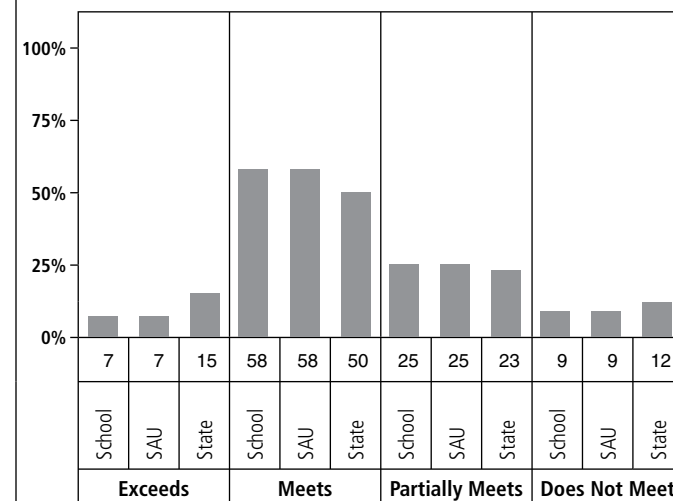
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	541	541	544
2007–2008	542	542	545
2008–2009	544	544	546
Cum. Avg.*	542	542	545
Mathematics			
2006–2007	543	543	546
2007–2008	542	542	546
2008–2009	546	546	547
Cum. Avg.*	544	544	546
Science			
2008–2009 **	543	543	543

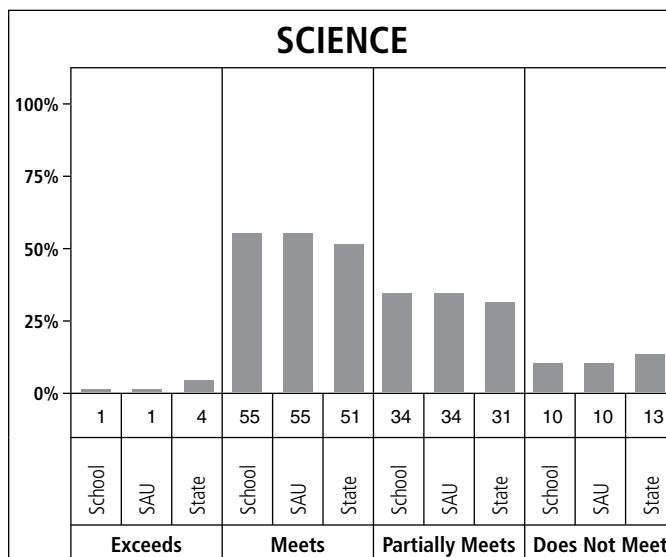
ELA – READING



MATHEMATICS



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: Biddeford School Department
School: Biddeford Intermediate School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
Total number of students	206	100	206	100	14212	100	206	100	206	100	14135	100	206	100	206	100	14144	100	205	100	205	100	14137	100
Ethnicity African American/Black	8	4	8	4	397	3	8	100	8	100	388	98	8	100	8	100	393	99	8	100	8	100	389	98
American Indian or Native Alaskan	3	1	3	1	110	1	3	100	3	100	110	100	3	100	3	100	110	100	3	100	3	100	110	100
Asian or Pacific Islander	4	2	4	2	259	2	4	100	4	100	253	98	4	100	4	100	258	100	4	100	4	100	257	99
Hispanic	6	3	6	3	175	1	6	100	6	100	172	99	6	100	6	100	172	99	6	100	6	100	173	99
Caucasian/White	185	90	185	90	13271	93	185	100	185	100	13212	100	185	100	185	100	13211	100	184	99	184	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	36	17	36	17	2479	17	36	100	36	100	2454	100	36	100	36	100	2455	100	35	97	35	97	2451	99
Current LEP	3	1	3	1	374	3	3	100	3	100	359	96	3	100	3	100	370	99	3	100	3	100	366	98
Economically disadvantaged	99	48	99	48	5848	41	99	100	99	100	5815	100	99	100	99	100	5819	100	98	99	98	99	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
Participation without accommodations	123	60	123	60	10849	76	123	60	123	60	10872	76	122	59	122	59	10976	77
Identified disability (PET/IEP)	2	2	2	2	298	3	2	2	2	2	307	3	1	1	1	1	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	0	0	123	1	0	0	0	0	121	1	0	0	0	0	126	1
Participation with accommodations	79	38	79	38	3122	22	79	38	79	38	3124	22	79	38	79	38	3019	21
Identified disability (PET/IEP)	30	38	30	38	1992	64	30	38	30	38	2000	64	30	38	30	38	1971	65
LEP	3	4	3	4	184	6	3	4	3	4	196	6	3	4	3	4	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	46	58	46	58	907	29	46	58	46	58	886	28	46	58	46	58	826	27
Participation through alternate assessment (PAAP)	4	2	4	2	164	1	4	2	4	2	148	1	4	2	4	2	142	1
Identified disability (PET/IEP)	4	100	4	100	164	100	4	100	4	100	148	100	4	100	4	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	1	0	1	0	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: Biddeford School Department
School: Biddeford Intermediate School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	1	2	1	702	5
	2007-2008	5	3	5	3	659	5
	2008-2009	1	0	1	0	836	6
	Cum. Total*	8	1	8	1	2197	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	84	46	84	46	7730	55
	2007-2008	98	49	99	50	8195	58
	2008-2009	127	63	127	63	8495	61
	Cum. Total*	309	53	310	53	24420	58
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	74	41	74	41	4182	30
	2007-2008	73	37	73	37	3800	27
	2008-2009	62	31	62	31	3667	26
	Cum. Total*	209	36	209	36	11649	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	21	12	21	12	1419	10
	2007-2008	22	11	22	11	1362	10
	2008-2009	12	6	12	6	973	7
	Cum. Total*	55	9	55	9	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	30.0	62.5	30.0	62.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.4	60.0	14.4	60.0	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.5	64.6	15.5	64.6	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:
<http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	202	1	0	127	63	62	31	12	6	544	202	0	63	31	6	544	13971	6	61	26	7	546
Ethnicity																						
African American/Black	8	0	0	7	88	1	13	0	0	545	8	0	88	13	0	545	381	2	44	31	23	540
American Indian or Native Alaskan	3										3						110	0	48	38	14	541
Asian or Pacific Islander	4										4						252	11	58	21	11	547
Hispanic	6	0	0	2	33	4	67	0	0	541	6	0	33	67	0	541	166	4	54	32	10	543
Caucasian/White	181	1	1	113	62	55	30	12	7	544	181	1	62	30	7	544	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	32	0	0	13	41	13	41	6	19	540	32	0	41	41	19	540	2290	0	29	47	23	537
No	170	1	1	114	67	49	29	6	4	545	170	1	67	29	4	545	11681	7	67	22	4	548
Current LEP																						
Yes	3										3						354	1	35	34	30	538
No	199	1	1	126	63	60	30	12	6	544	199	1	63	30	6	544	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	97	0	0	49	51	37	38	11	11	541	97	0	51	38	11	541	5716	2	51	35	12	542
No	105	1	1	78	74	25	24	1	1	547	105	1	74	24	1	547	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	202	1	0	127	63	62	31	12	6	544	202	0	63	31	6	544	13963	6	61	26	7	546
Gender																						
Female	106	1	1	67	63	32	30	6	6	544	106	1	63	30	6	544	6882	8	62	24	6	547
Male	96	0	0	60	63	30	31	6	6	544	96	0	63	31	6	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	0	0	18	36	27	54	5	10	539	50	0	36	54	10	539	1914	1	41	44	14	540
No	152	1	1	109	72	35	23	7	5	546	152	1	72	23	5	546	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	202	1	0	127	63	62	31	12	6	544	202	0	63	31	6	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: Biddeford School Department

School: Biddeford Intermediate School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	4	0	0	2	25	3	38	3	38	536	4	0	25	38	38	536	4	2	40	34	24	540
B. less than one hour	69	1	1	91	65	40	29	7	5	545	69	1	65	29	5	545	70	6	63	26	6	546
C. one to two hours	24	0	0	32	67	15	31	1	2	545	24	0	67	31	2	545	24	7	61	26	6	546
D. more than two hours	3	0	0	2	29	4	57	1	14	538	3	0	29	57	14	538	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	32	1	2	42	66	17	27	4	6	545	32	2	66	27	6	545	36	10	67	18	5	549
B. good	50	0	0	65	64	30	30	6	6	544	50	0	64	30	6	544	47	5	62	27	6	546
C. fair	15	0	0	19	61	12	39	0	0	544	15	0	61	39	0	544	15	2	47	40	12	541
D. poor	3	0	0	1	17	3	50	2	33	536	3	0	17	50	33	536	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	37	0	0	51	68	18	24	6	8	545	37	0	68	24	8	545	31	9	65	20	5	548
B. They match some of what I have learned.	51	1	1	66	64	32	31	4	4	545	51	1	64	31	4	545	55	5	63	27	5	546
C. They match just a little of what I have learned.	9	0	0	10	53	7	37	2	11	541	9	0	53	37	11	541	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	4	100	0	0	536	2	0	0	100	0	536	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	0	0	18	49	13	35	6	16	540	19	0	49	35	16	540	16	3	49	32	15	542
B. about the same as my regular schoolwork	67	0	0	92	69	37	28	4	3	545	67	0	69	28	3	545	64	7	63	25	5	547
C. easier than my regular schoolwork	15	1	3	16	53	11	37	2	7	546	15	3	53	37	7	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	10	0	0	4	21	8	42	7	37	533	10	0	21	42	37	533	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	64	1	1	86	68	38	30	2	2	545	64	1	68	30	2	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	26	0	0	34	65	16	31	2	4	546	26	0	65	31	4	546	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	21	0	0	25	58	15	35	3	7	544	21	0	58	35	7	544	20	10	64	21	5	548
B. 20 minutes to an hour	50	1	1	68	67	30	29	3	3	545	50	1	67	29	3	545	56	7	65	24	5	547
C. less than 20 minutes	11	0	0	16	70	5	22	2	9	544	11	0	70	22	9	544	10	3	52	33	12	543
D. I rarely read at home.	17	0	0	18	53	12	35	4	12	542	17	0	53	35	12	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	34	0	0	39	58	23	34	5	7	543	34	0	58	34	7	543	25	3	53	33	11	543
B. six to ten pages	19	0	0	27	71	10	26	1	3	544	19	0	71	26	3	544	26	6	61	26	7	546
C. eleven or more pages	48	1	1	60	63	29	31	5	5	545	48	1	63	31	5	545	49	8	65	23	5	547
Optional school/SAU question																						
A.	100	0	0	0	0	1	50	1	50	532	100	0	0	50	50	532						
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: Biddeford School Department
School: Biddeford Intermediate School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	12	7	12	7	1711	12
	2007-2008	9	5	9	5	1617	12
	2008-2009	15	7	15	7	2119	15
	Cum. Total*	36	6	36	6	5447	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	82	45	82	45	6778	48
	2007-2008	92	46	93	47	7284	52
	2008-2009	118	58	118	58	7046	50
	Cum. Total*	292	50	293	50	21108	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	64	35	64	35	3884	28
	2007-2008	66	33	66	33	3341	24
	2008-2009	50	25	50	25	3193	23
	Cum. Total*	180	31	180	31	10418	25
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	24	13	24	13	1683	12
	2007-2008	31	16	31	16	1778	13
	2008-2009	19	9	19	9	1638	12
	Cum. Total*	74	13	74	13	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	24.8	51.7	24.8	51.7	25.5	53.1
A. Number	18	38	9.4	52.2	9.4	52.2	9.8	54.4
B. Data	10	21	5.2	52.0	5.2	52.0	5.2	52.0
C. Geometry	10	21	4.6	46.0	4.6	46.0	4.7	47.0
D. Algebra	10	21	5.6	56.0	5.6	56.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	202	15	7	118	58	50	25	19	9	546	202	7	58	25	9	546	13996	15	50	23	12	547
Ethnicity																						
African American/Black	8	0	0	5	63	2	25	1	13	544	8	0	63	25	13	544	385	6	35	28	30	537
American Indian or Native Alaskan	3										3						110	5	42	34	20	540
Asian or Pacific Islander	4										4						257	19	50	20	12	548
Hispanic	6	1	17	2	33	3	50	0	0	547	6	17	33	50	0	547	166	9	43	31	17	543
Caucasian/White	181	14	8	105	58	44	24	18	10	546	181	8	58	24	10	546	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	32	2	6	15	47	8	25	7	22	541	32	6	47	25	22	541	2307	3	32	32	33	536
No	170	13	8	103	61	42	25	12	7	547	170	8	61	25	7	547	11689	17	54	21	8	549
Current LEP																						
Yes	3										3						365	5	33	30	32	536
No	199	15	8	116	58	49	25	19	10	546	199	8	58	25	10	546	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	97	1	1	52	54	29	30	15	15	541	97	1	54	30	15	541	5731	7	46	29	18	542
No	105	14	13	66	63	21	20	4	4	550	105	13	63	20	4	550	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	202	15	7	118	58	50	25	19	9	546	202	7	58	25	9	546	13988	15	50	23	12	547
Gender																						
Female	106	6	6	59	56	28	26	13	12	545	106	6	56	26	12	545	6889	14	51	23	12	546
Male	96	9	9	59	61	22	23	6	6	547	96	9	61	23	6	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	0	0	11	22	27	54	12	24	536	50	0	22	54	24	536	1918	3	39	36	22	539
No	152	15	10	107	70	23	15	7	5	549	152	10	70	15	5	549	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	202	15	7	118	58	50	25	19	9	546	202	7	58	25	9	546	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	25	3	38	3	38	533	4	0	25	38	38	533	4	8	38	26	28	539
B. less than one hour	69	11	8	84	60	32	23	12	9	547	69	8	60	23	9	547	70	15	52	23	10	547
C. one to two hours	24	4	8	31	65	11	23	2	4	547	24	8	65	23	4	547	24	15	51	23	11	547
D. more than two hours	3	0	0	1	14	4	57	2	29	533	3	0	14	57	29	533	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	43	11	13	45	52	22	26	8	9	547	43	13	52	26	9	547	34	28	50	14	8	552
B. good	47	4	4	61	65	22	23	7	7	546	47	4	65	23	7	546	45	11	54	24	10	546
C. fair	7	0	0	8	57	3	21	3	21	540	7	0	57	21	21	540	18	3	45	33	19	540
D. poor	3	0	0	3	50	2	33	1	17	539	3	0	50	33	17	539	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	9	11	44	52	25	30	6	7	547	42	11	52	30	7	547	38	22	52	19	7	550
B. They match some of what I have learned.	45	6	7	59	65	19	21	7	8	546	45	7	65	21	8	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	11	0	0	12	52	6	26	5	22	540	11	0	52	26	22	540	11	6	40	30	24	540
D. There is no match.	2	0	0	3	75	0	0	1	25	541	2	0	75	0	25	541	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	18	2	6	19	53	12	33	3	8	545	18	6	53	33	8	545	17	7	42	30	21	540
B. about the same as my regular schoolwork	65	10	8	84	65	26	20	10	8	547	65	8	65	20	8	547	64	15	53	23	10	547
C. easier than my regular schoolwork	17	3	9	14	42	12	36	4	12	545	17	9	42	36	12	545	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	7	0	0	7	50	3	21	4	29	539	7	0	50	21	29	539	7	6	39	27	27	539
B. 30–45 minutes	27	3	5	35	64	12	22	5	9	545	27	5	64	22	9	545	28	9	49	28	15	544
C. 45–60 minutes	53	9	8	67	62	24	22	8	7	547	53	8	62	22	7	547	41	17	53	21	9	548
D. more than 60 minutes	12	3	12	9	36	11	44	2	8	544	12	12	36	44	8	544	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	6	1	8	6	50	3	25	2	17	545	6	8	50	25	17	545	6	14	43	24	20	543
B. two or three days a week	6	1	8	6	46	6	46	0	0	545	6	8	46	46	0	545	24	17	52	21	10	548
C. two or three times each month	19	5	13	17	45	13	34	3	8	545	19	13	45	34	8	545	33	17	52	21	9	548
D. never or almost never	69	8	6	89	64	27	20	14	10	546	69	6	64	20	10	546	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	16	4	12	14	42	11	33	4	12	545	16	12	42	33	12	545	23	13	47	26	15	545
B. two or three days a week	16	5	15	18	55	9	27	1	3	548	16	15	55	27	3	548	31	17	52	21	10	548
C. two or three times each month	32	2	3	42	65	15	23	6	9	545	32	3	65	23	9	545	27	17	52	21	10	548
D. never or almost never	35	4	6	44	62	15	21	8	11	546	35	6	62	21	11	546	20	12	50	24	14	545
Optional school/SAU question																						
A.	100	0	0	0	0	1	50	1	50	527	100	0	0	50	50	527						
B.	0										0											
C.	0										0											
D.	0										0											

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: Biddeford School Department
School: Biddeford Intermediate School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	1	2	1	626	4
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	111	55	111	55	7187	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	68	34	68	34	4364	31
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	20	10	20	10	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	29.0	60.4	29.0	60.4	29.2	60.8
D. The Physical Setting	24	50	12.6	52.5	12.6	52.5	12.9	53.8
E. The Living Environment	24	50	16.4	68.3	16.4	68.3	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting
D1 - Universe and Solar System
D2 - Earth
D3 - Matter and Energy
D4 - Force and Motion

Content Standard E. The Living Environment
E1 - Biodiversity
E2 - Ecosystems
E3 - Cells
E4 - Heredity and Reproduction
E5 - Evolution

SCIENCE RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	201	2	1	111	55	68	34	20	10	543	201	1	55	34	10	543	13995	4	51	31	13	543
Ethnicity																						
African American/Black	8	0	0	4	50	3	38	1	13	541	8	0	50	38	13	541	382	2	31	32	35	535
American Indian or Native Alaskan	3										3						110	3	36	35	26	538
Asian or Pacific Islander	4										4						256	5	51	27	17	542
Hispanic	6	0	0	3	50	3	50	0	0	544	6	0	50	50	0	544	167	1	40	37	22	539
Caucasian/White	180	2	1	98	54	61	34	19	11	543	180	1	54	34	11	543	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	31	0	0	15	48	12	39	4	13	541	31	0	48	39	13	541	2309	2	29	39	29	536
No	170	2	1	96	56	56	33	16	9	543	170	1	56	33	9	543	11686	5	56	30	10	545
Current LEP																						
Yes	3										3						361	1	23	32	44	533
No	198	2	1	109	55	67	34	20	10	543	198	1	55	34	10	543	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	96	0	0	46	48	36	38	14	15	540	96	0	48	38	15	540	5729	2	42	37	20	539
No	105	2	2	65	62	32	30	6	6	545	105	2	62	30	6	545	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	201	2	1	111	55	68	34	20	10	543	201	1	55	34	10	543	13987	4	51	31	13	543
Gender																						
Female	106	1	1	55	52	39	37	11	10	542	106	1	52	37	10	542	6886	4	49	33	14	542
Male	95	1	1	56	59	29	31	9	9	544	95	1	59	31	9	544	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	50	0	0	10	20	25	50	15	30	534	50	0	20	50	30	534	1917	1	31	41	28	536
No	151	2	1	101	67	43	28	5	3	546	151	1	67	28	3	546	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	201	2	1	111	55	68	34	20	10	543	201	1	55	34	10	543	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 5
 SAU: Biddeford School Department
 School: Biddeford Intermediate School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	25	4	50	2	25	536	4	0	25	50	25	536	4	2	37	35	25	538
B. less than one hour	69	0	0	82	59	45	33	11	8	543	69	0	59	33	8	543	70	4	53	31	12	544
C. one to two hours	24	2	4	25	52	16	33	5	10	544	24	4	52	33	10	544	24	5	51	31	12	544
D. more than two hours	3	0	0	2	29	3	43	2	29	532	3	0	29	43	29	532	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	27	1	2	34	63	13	24	6	11	544	27	2	63	24	11	544	26	7	56	26	11	545
B. good	47	0	0	57	60	33	35	5	5	544	47	0	60	35	5	544	53	4	53	31	11	544
C. fair	24	1	2	20	41	20	41	8	16	540	24	2	41	41	16	540	18	2	41	39	17	540
D. poor	1	0	0	0	0	2	67	1	33	525	1	0	0	67	33	525	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	34	2	3	38	55	27	39	2	3	544	34	3	55	39	3	544	23	5	56	28	11	544
B. They match some of what I have learned.	53	0	0	62	58	30	28	14	13	543	53	0	58	28	13	543	48	5	52	31	12	544
C. They match just a little of what I have learned.	11	0	0	11	48	8	35	4	17	540	11	0	48	35	17	540	23	4	49	33	14	543
D. There is no match.	1	0	0	0	0	3	100	0	0	535	1	0	0	100	0	535	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	16	1	3	16	52	9	29	5	16	541	16	3	52	29	16	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	65	1	1	70	54	45	35	14	11	542	65	1	54	35	11	542	58	4	52	32	12	543
C. easier than my regular schoolwork	20	0	0	25	64	13	33	1	3	547	20	0	64	33	3	547	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	75	2	1	86	58	46	31	15	10	543	75	1	58	31	10	543	33	5	51	31	14	543
B. a few times a week	17	0	0	15	44	17	50	2	6	541	17	0	44	50	6	541	45	4	52	32	11	544
C. once a week	0										0						8	4	50	30	16	542
D. a few times a month	9	0	0	9	53	5	29	3	18	542	9	0	53	29	18	542	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	52	0	0	54	51	37	35	14	13	541	52	0	51	35	13	541	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	9	0	0	9	50	8	44	1	6	542	9	0	50	44	6	542	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	33	2	3	44	67	16	24	4	6	546	33	3	67	24	6	546	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	6	0	0	4	33	7	58	1	8	540	6	0	33	58	8	540	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	56	1	1	69	61	31	27	12	11	544	56	1	61	27	11	544	47	4	51	32	12	543
B. a few times a month	23	0	0	24	52	19	41	3	7	542	23	0	52	41	7	542	27	5	54	30	11	544
C. once a month	7	0	0	8	57	6	43	0	0	545	7	0	57	43	0	545	10	5	49	30	15	543
D. never or almost never	14	1	4	10	36	12	43	5	18	539	14	4	36	43	18	539	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	53	1	1	62	59	31	30	11	10	543	53	1	59	30	10	543	46	4	52	32	12	543
B. a few times a month	20	1	3	23	59	11	28	4	10	543	20	3	59	28	10	543	28	5	53	30	12	544
C. once a month	11	0	0	12	57	9	43	0	0	545	11	0	57	43	0	545	11	4	47	34	15	542
D. never or almost never	18	0	0	13	37	17	49	5	14	540	18	0	37	49	14	540	15	4	50	30	16	542
Optional school/SAU question																						
A.	100	0	0	0	0	2	100	0	0	539	100	0	0	100	0	539						
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number